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ABSTRACT

In the spring of 1988, physical education teachers in Round Rock Independent School District (Texas) indicated, as part of their informal needs assessment, a desire for in-service training which would address techniques to prevent off-task behavior. An inservice training program to improve teacher performance in the reduction and prevention of student off-task behavior was developed. Participants will include elementary physical education teachers in the Round Rock Independent School District, who will also evaluate the program. The program's long-term goal is the reduction of student off-task behavior through more effective organization and structure. The workshop offers comprehensive learning modalities, role-playing exercises, lectures and discussion, peer review and feedback, and small group interaction activities. Program agenda and suggested activities are presented. A conclusion is that effective managers anticipate and eliminate problems, maintain students' active involvement, and demonstrate an awareness of students' inactive times. Training packet worksheets are included in the appendix. (19 references) (LMI)

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MANAGING STUDENTS: TECHNIQUES FOR PREVENTING OFF-TASK BEHAVIORS

A Staff Development/Inservice Training Packet

based upon the Texas Teacher Appraisal System (TTAS)

by
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Presented October 1989

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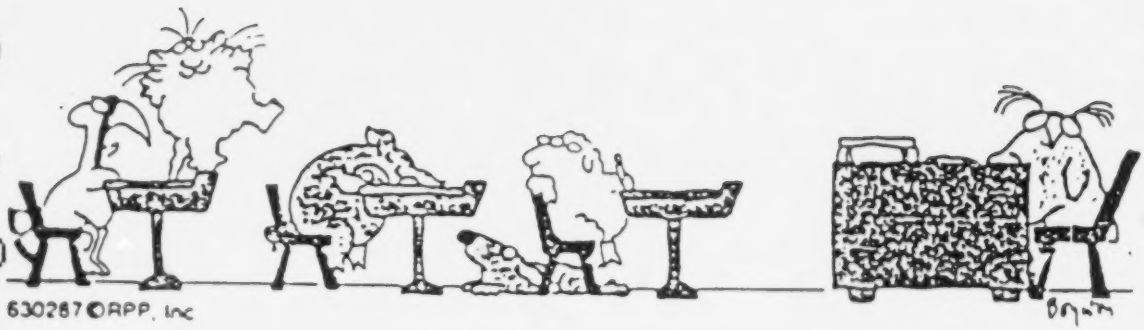

Indicator 5b: Manages student behavior: uses techniques to prevent off-task behavior, or none needed.

NATURE OF THE PROBLEM

In the spring of 1988, physical education teachers in Round Rock Independent School District indicated as part of their informal needs assessment a desire for in-service training which would address techniques to prevent off-task behavior.

The district's elementary physical education coordinator ascertained that one-third of the elementary P.E. teachers were denied credit on indicator 5b and that the majority of these teachers did not receive exceptional quality points on criterion 5.

Documentation on the observation and evaluation records indicated that denial of credit for 5b included:

1. Numerous students off-task while waiting to perform a skill.
2. Too many students not paying attention.
3. Ten students talking.
4. Students abusing equipment.
5. Students out of formation.

Appraisers indicated that where credit was denied the organization and structure of the lesson/class were the main contributors to off-task behavior.

REVIEW OF RESEARCH

In his chapter entitled "Movement Management: Smoothness and Momentum," Kounin (1970) suggests that momentum in classroom management controls deviancy better than techniques of deviance management. Smooth transitions from one activity to another were desirable, but were not as highly correlated to successful classroom management as was avoidance of slow downs in the classroom.

Defining the "ripple effect" as the influence that control

techniques have on the children who are watching and listening, Kounin and Gump (1958) investigated an aspect of the student - teacher relationship. The reaction of the children was dependent first on the newness of the situation. Second, the behavior of the children watching determined their response. That is, pupils who were interested in the corrected pupil or who were misbehaving themselves might react strongly or vacillate between conformance and non-conformance. Third, the clarity, roughness and firmness of the teacher's correction determined the response. Clarity produced conformance while "roughness" produced more disruptive behavior. Robert Shrigley (1980) offers planned strategies for classroom management. Coping skills for curbing surface disruptive behavior are: ignore behavior, use non-verbal signals, use proximity, and employ touch. These coping skills facilitate two skills prized by teachers: "overlapping" (simultaneously attending to two matters) and "with-it-ness" (eyes-in-the-back-of-the-head). Other skills are outlined as central to classroom management: 1) changing the pace of instruction 2) removing attractive but disruptive items from students 3) providing logical consequences 4) boosting interest 5) providing both punitive and non-punitive time-out and 6) avoiding "vulnerable" conditions (no 2:30 on Friday class discussion on the date of the yearly rival football game.)

Shrigley further suggests that excellent teaching coupled with teacher awareness of normal age group behavior and the rights of students will create a more manageable classroom condition.

Evertson, Emmer and Stanford (1980) suggest three major features of management: 1) identification or formation of expectations about student behavior translated into a differentation between appropriate and non-appropriate behavior with positive and negative consequences 2) implementation of management systems at the beginning of the year using

prompt feedback and consistent monitoring 3) maintaining the effective management by dealing quickly with inappropriate student behavior.

Classroom management intervention is most effective at the beginning of the year. Intervention later in the year produces fewer gains because classroom patterns become established. The authors suggest that student teachers often have no experience with these three major features of management and that teacher education programs should provide "exposure to a comprehensive and integrated conception of management along with field experiences structured to support the conception."

RATIONALE OF INSERVICE DESIGN

The improvability of teaching has been documented in at least eight studies in the last ten years. These studies indicate a clear conclusion that inservice training is effective. One of the most strongly supported factors in inservice design is selecting the point in the academic year cycle to present the training. A 1981 study showed that teachers trained at the beginning of the school year used the recommended strategies significantly more than teachers trained later in the cycle. This impacted our decision to set the initial training in August.

It was also determined that followup sessions improved the assimilation of the techniques into the teacher's methods. Due to these studies, an April followup session was scheduled into our design.

Though there was no clearcut evidence for the value of participation over a strictly lecture format, we opted to appeal to all learning modalities; visual, auditory, and kinesthetic. Design of the inservice included various groupings and role-playing activities in addition to lecture and discussion.

To avoid the threat of additional supervisory observation and evaluation, the technique of peer review and feedback was implemented.

Research has shown that observation with feedback is beneficial in changing teaching techniques.

In general psychological research, another effective technique within behavior modification is the reward system. This inservice included small, inexpensive but intrinsically valuable rewards as suggested by the participants.

TEACHER INVOLVEMENT IN PLANNING

The topic of this inservice was suggested and requested by the teachers to be served during their regularly scheduled April meeting.

COSTS OF DELIVERY

The cost of this program is minimal because of its limited topic and the availability of a trained instructional coordinator in this subject area. Costs are estimated to be less than $50 for a session serving 15-20 teachers. This is primarily the cost for printing materials.

AUDIENCE ADDRESSED

The audience to whom this inservice is directed is a group of elementary physical education teachers in the Round Rock Independent School District. Participants will include those teachers choosing this topic in a cafeteria-style offering and those teachers who have shown a weakness in this area and have it listed on their Professional Growth Plan.

EVALUATION OF INSERVICE

The inservice will be in evaluated by the participants using the standard "Round Rock Independent Schools Inservice Evaluation Form" immediately following the conclusion of the planned activities for that day.

INSERVICE AGENDA

8:00 - 8:15	Introduction / Focus
8:15 - 8:30	Lesson 1 - Role Playing
8:30 - 9:00	What's Wrong With This Picture? (Large Group - Discussion)
9:00 - 9:15	Lesson 2 - Role Playing
9:15 - 9:45	What's Right With This Picture? (Large Group - Discussion)
9:45 - 10:00	Break
10:00 - 10:15	EROS / Time Line
10:15 - 10:30	Good For You! (Large Group - Generate Ideas For Rewards)
10:30 - 11:30	Small Group Lesson Design
11:30 - 11:45	Evaluation

LONG TERM PERFORMANCE GOAL

Improve performance on Indicator 5b by reducing off-task behavior through better lesson organization and structure.

PERFORMANCE GOAL RATIONALE

According to current research, effective classroom managers facilitate instruction by anticipating and eliminating problems while less effective managers delay initial class activities. Effective managers monitor on-task behavior by maintaining the active involvement of students and by maintaining a brisk pace in discussion and questioning. Effective teachers limit the time allotted for seatwork, since long periods of seatwork cause behavior problems with low-ability students. Effective teachers are also sensitive to students' location in the classroom: students in the back and corners of classroom participate less.

Specific to physical education, Daryl Siedentop correlated off-task behaviors in class to time not engaged. Often called "wait time" in physical education, the amount of time that students spend waiting in line for their turn was directly correlated with off-task behaviors. As one increased, so did the other.

SHORT TERM BEHAVIORAL OBJECTIVES

The learner will be able to list three ways to restructure a specific lesson, resulting in increased student participation and decreased off-task behavior.

The learner will work in small groups to generate lesson plan formats applicable to the individual learner.

The learner will be able to administer an event recording observation system to a physical education teacher.

The learner will generate a list of suggested rewards for improvement documented on the EROS.

LESSON OBJECTIVE

The learner will perform a one-hand overhand throw to a target.

I. LESSON 1 PRACTICE STRUCTURE

A. Large, single group
B. Line formation
C. Single target, 1 or 2 balls
D. Teacher monitors near target

II. LESSON 2 PRACTICE STRUCTURE

A. Groups of 2 to 4
B. Teacher monitors by circulating to stations
C. Station activities (equipment listed for 4 at each station)
   1. Throw to hoop
      a. Two hoops, 4 balls
      b. 2 x 2
      c. Throw, retrieve, rotate
   2. Throw to partner
      a. 2 balls
      b. 2 x 2
      c. Throw, catch
   3. Throw to basket/box
      a. Two baskets/boxes, 4 balls
      b. 2 x 2
      c. Throw, retrieve, rotate
   4. Throw through hoop
      a. Two hoops, 2 balls
      b. 2 x 2
      c. Throw, catch
   5. Figure 8
      a. 1 ball
      b. Square formation
      c. Throw in figure 8 pattern
      d. Change direction after 3 revolutions
      e. 1 x 4
      f. Catch, throw
   6. Partner back-up
      a. 2 balls
      b. One step back on successes, forward on drops
      c. 2 x 2
      d. Throw, catch
   7. Wall throw
      a. 2 balls
      b. 2 x 2
      c. Throw to wall, partner catches, partner throws, catch

ALTERNATIVES

Any single station performed by whole class with partners
(must have sufficient equipment)

Relays
(no more than 3 in each group)

Large group games which incorporate skills
(Freedom Ball, Snowman, Sock It To Me - See Curriculum Guide)

KEY: THE BUSIER, THE BETTER!

NOTES:

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Event Recording Observation System (EROS)

Teacher Code __ __ __ __ Date_____ EROS Number: 1 2 3 _____

		TOTAL
Inappropriate Talking/Noise		
Misuse of Equipment		
Out of Formation		
Inappropriate Physical Contact		
Unobservant/ Inattentive		
Other		
	TOTAL	

1. Code each off-task behavior with tally mark.
2. If student has more than one off-task behavior at once, code each behavior as separate.
3. Total tallies in each category.
4. Total all categories for total off-task behavior.
5. Code an entire 25 minute class.

Event Recording Observation System (EROS)

Teacher Code __ __ __ __ Date_____ EROS Number: 1 2 3 _____

		TOTAL
Inappropriate Talking/Noise		
Misuse of Equipment		
Out of Formation		
Inappropriate Physical Contact		
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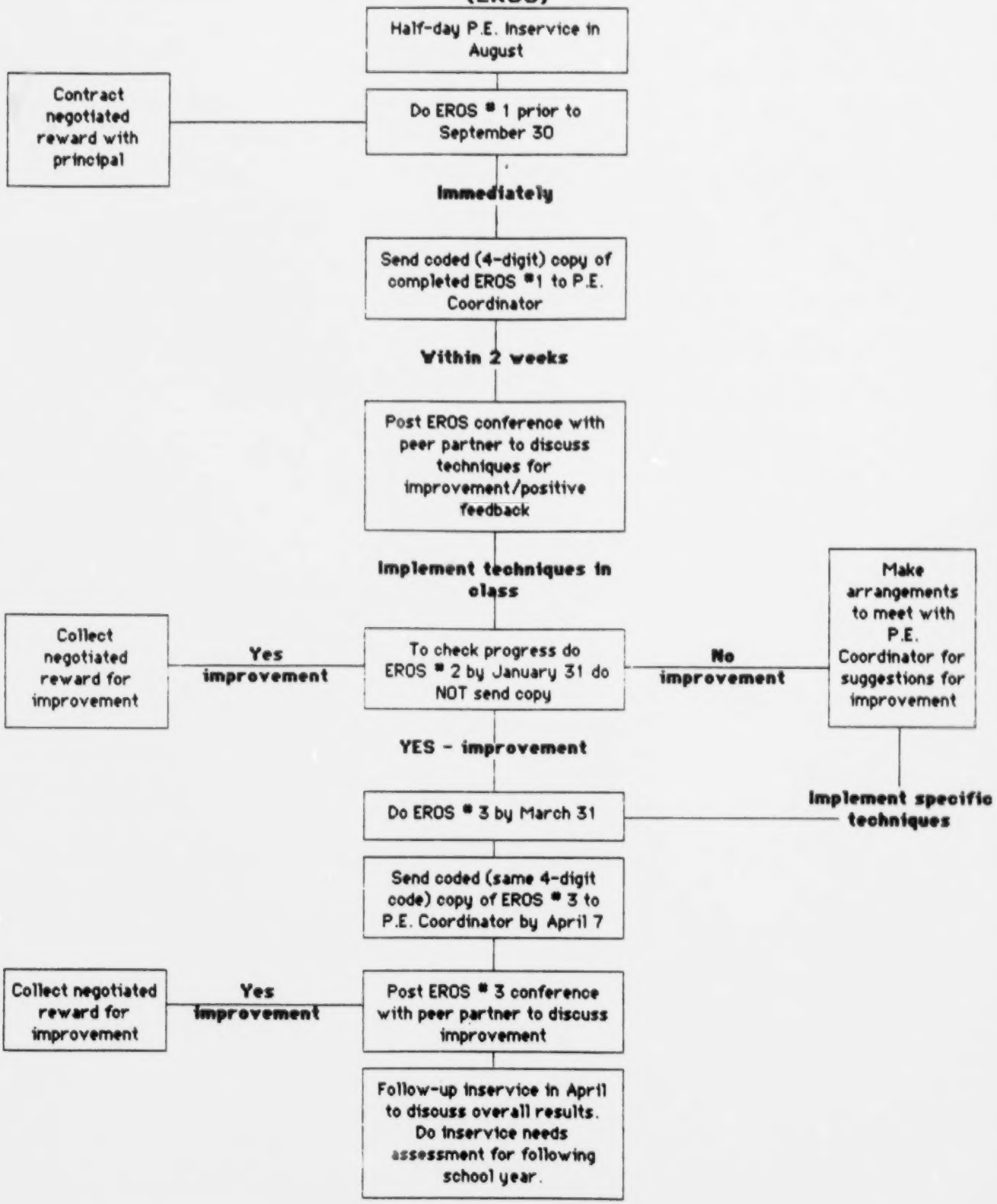
	TOTAL	

1. Code each off-task behavior with tally mark.
2. If student has more than one off-task behavior at once, code each behavior as separate.
3. Total tallies in each category.
4. Total all categories for total off-task behavior.
5. Code an entire 25 minute class.

CONTINUUM FOR THE EVENT-RECORDING OBSERVATION SYSTEM (EROS)


Half-day P.E. inservice in August
Contract negotiated reward with principal
Do EROS # 1 prior to September 30
Immediately
Send coded (4-digit) copy of completed EROS #1 to P.E. Coordinator
Within 2 weeks
Post EROS conference with peer partner to discuss techniques for improvement/positive feedback
Implement techniques in class
Collect negotiated reward for improvement
Yes improvement
To check progress do EROS # 2 by January 31 do NOT send copy
No improvement
Make arrangements to meet with P.E. Coordinator for suggestions for improvement
YES - improvement
Implement specific techniques
Do EROS # 3 by March 31
Send coded (same 4-digit code) copy of EROS # 3 to P.E. Coordinator by April 7
Collect negotiated reward for improvement
Yes improvement
Post EROS # 3 conference with peer partner to discuss improvement
Follow-up inservice in April to disouss overall results. Do inservice needs assessment for following school year.

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CHATTY CATHY

You are a talker, a noisemaker. You talk to those around you, and those on the other side of the room. As the social butterfly, you insist on initiating and maintaining an intense verbal relationship with everyone.

BREAK-IT BECKY

You cannot just hold a piece of equipment. You toss, hit, chew, bend, twist, and step on it. You sometimes see equipment as a toy, and sometimes see it as a weapon.

RAMBLIN' RANDY

No matter what the formation (circle, line, squad, etc), you cannot seem to stay there. You wander around and are everywhere but where you are supposed to be. Your movements are premeditated.

HANDS-ON HARRY

You love to touch. You cannot be near anyone without having physical contact. Your degree of physical contact varies from merely touching someone to pushing, grabbing, and full body restraint.

SPACEY STACY

You can't pay attention because you are in a world of your own. You are not a behavior problem -- you just can't seem to focus for any length of time. You are always full, because you are always out to lunch.